

## Analysis of variance template 2017 School name and number: St Joseph's School Otahuhu 1496

|   |  |  |                                    |
|---|--|--|------------------------------------|
| <b>Focus: MATHEMATICS :</b>   |  |  |                                    |
| <b>Strategic Aim:</b> To increase the number of children achieving AT or ABOVE the National Standard in Mathematics   |  |  |                                    |
| <b>Annual Aim:</b> To maintain or increase the percentage of children achieving AT or ABOVE National Standards in Mathematics   |  |  |                                    |
| <b>Baseline data:</b> 83.5 % of all students were achieving AT or ABOVE the national standard at end of 2016  |  |  |                                    |
| <b>Targets for 2017</b>   |  |  |                                    |
| <ol style="list-style-type: none"> <li>To maintain or increase the percentage of children achieving AT or ABOVE National Standards in Mathematics – end of 2016 83.7%</li> <li>Small group intensive tuition for children in need of extra support with Mathematics</li> <li>Maintain the focus on increasing Speed and Accuracy of knowledge of Basic facts</li> </ol> |  |  |                                    |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>             | <b>Reasons for the variance (why did it happen?)</b> | <b>Evaluation (where to next?)</b> |
|   | <b>Target 1: To maintain or increase the</b> |  |                                    |

# planning & reporting

|  |  |  |  |
|--|--|--|--|
| <p>Analysis of data from Standardised testing provided clear identification of the children at each year level who were in need of extra assistance with Mathematics</p> <p>Construction of programmes so that small intensive group work can be undertaken with children who have identified needs.</p> <p>The DP works with these students 4 days a week.</p> <p>Careful analysis of PAT Maths assessments done in March.</p> <p>Ongoing work at all class levels with Basic Facts Mastery.</p> <p>Regular monitoring of student progress in Mathematics</p> | <p><b>percentage of children achieving AT or ABOVE National Standards in Mathematics – end of 2016 83.7%</b></p> <p>Target achieved;</p> <p>PAT Mathematics in March 2017 showed that 80% of students scored Stanine 4 or higher which compared very favourably with the national distribution rate of 77%</p> <p><b>Additional targets:</b><br/> <b>Small group intensive tuition for special needs in Mathematics</b><br/>         Target Achieved :</p> <p><b>Continue the focus on increasing Speed and Accuracy of knowledge of Basic facts</b></p> | <p>In addition to PAT Maths we also used the Wilkie Way testing which proved to be a very beneficial diagnostic tool which identifies for teachers the areas that need focusing on.</p> <p>While our overall average percentages for Year 4 – 8 did not shift considerably, the percentages of students achieving at the higher stanines for Maths was the highest we have had for some years</p> <p>23% Y4 – 8 students scored Stanine 7 and above compared with 17% the previous year.</p> <p>We also had 13% scoring Stanine 8 or higher which compares favourably with the ND rate of 11%</p> <p>The more generic targets were achieved with very sound attainment in Basic facts speed and accuracy from Year 3 – Year 8. A focus on AFPM (Accurate Facts per Minute) really challenges children to increase their rate of automatic recall. Children really respond to the challenge of increasing speed of automatic recall. 83% of Year 3 to Year 8 students achieve 90% or higher in Timed BF tests with 93% of Room1 – 5 achieving 90% or higher</p> | <p>The progress of our students in Mathematics remains very stable and with some pleasing increases in the more able Maths students</p> <p>Our PAT standardised test results compare more than favourably with National Distribution rates ( See assessment analysis)</p> <p>Programmes will continue to consolidate these outcomes in 2018 with attention being paid again to the most at risk groups but with a focus on the high flyers in Maths and a focus on Problem solving</p> <p>It is noticeable that children who come into St Josephs at middle or Senior levels do not have the same facility with Basic Fact knowledge and speed so these need special attention</p> |
| <p><b>TARGETS for 2018</b></p> <ol style="list-style-type: none"> <li>1. To continue to sustain or improve the already very good outcomes in Mathematics ( currently 80% at or above Stanine 4)</li> <li>2. Focus on problem solving and Mathematical thinking</li> </ol>  |  |  |  |

# planning & reporting

3. Identification of those students weak in Basic facts and recall at Speed and implement programmes
4. Continuation of programmes providing for children needing additional support in Mathematics.
5. Promote extension work for high flyers. Maintain or extend % of children achieving at Stanine 7 and higher. (Currently 23%)
6. Provision of parents meetings to support children's learning on Mathematics.